

# The Catholic Library World

OFFICIAL ORGAN OF

THE CATHOLIC LIBRARY ASSOCIATION

THE LIBRARY  
ST. THOMAS COLLEGE  
SCRANTON, PA.  
LIBRARY  
ST. THOMAS COLLEGE  
SCRANTON, PA.

VOLUME 5

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No. 9

## ANNOUNCEMENT

The Executive Committee of the Catholic Library Association has decided it impractical to hold a general meeting of the Association this year. There will be no annual convention of the National Catholic Educational Association. For this and other reasons it was deemed prudent to forego our general meeting. However, the Executive Committee feels that there should be election of officers, and in the emergency has voted to hold election by mail. It is the universal opinion that each and every member of the C. L. A. should be given an opportunity to participate in the selection of officers who will guide the destinies of our organization. Full details about balloting will appear in the June issue of the WORLD.

William M. Stinson, S.J.  
President.

## SERVICE BASIS RATE OF CHARGE FOR CATHOLIC PERIODICAL INDEX

By Mrs. E. T. BRUSIE

It seems advisable at this time, to make an explanation of the service basis rates of charge for the Four-year Volume of the *Catholic Periodical Index*. A number of librarians have questioned the cost of this volume and have compared this cost with that of the Annual volume 1931.

Since 1876 periodical indexing has been the foremost problem in libraries. Subscriptions to periodicals with the added cost of binding and storing them represents a considerable investment in many libraries. In order to realize a return on this investment the periodicals must function 100% for reference use. This is only possible with an index to their contents available, otherwise they lose their reference value.

Many libraries, realizing this, have endeavored to index the periodicals in their libraries, and have found it to be a costly enterprise. Centralized indexing, with the work done by one staff, and the costs divided among many libraries has proved to be the most economical way to have the work done. Not only is it more economical but it is more efficient, more accurate and more thorough.

When an index covers periodicals in a highly specialized field, such as the *Agricultural Index*, the *Art Index* and the *Industrial Arts Index*, fewer libraries subscribe and support the index than in the case of

an index to the more generally used periodicals. The cost of such an index is therefore divided among fewer libraries which make the rate to each subscriber higher than if there were a greater number to share the expense.

When establishing the service basis rate to charge for the indexing of a periodical a number of factors must be considered. First, the popularity of the periodical. If a periodical is used in many libraries, the cost of indexing is divided among many libraries and therefore the rate charged is lower than it would be for a magazine with but fewer users. Second, the amount of editorial work required to index a periodical must be considered and third, the number of entries made for a periodical is also taken into consideration. A magazine with more entries not only requires a greater amount of editorial work but also more time on the part of the typesetter, the proof-reader and the printer.

Each periodical therefore is rated according to its share of the expense of editing and printing. The same rate is charged both the large and small library for the indexing of each periodical but each library pays only for the indexing of the periodicals which it receives. The average rate charged for the indexing of the periodicals in the Four-year Volume of the *Catholic Periodical Index* is \$1.54. Could any library index four years' issues of a periodical for this amount? And then there is the added advantage of having the indexing in one volume which has permanent value in the library.

In answer to those who question the apparent increase in the rate charged for the Four-year Volume over that charged for the 1931 Annual, there is this explanation. In establishing the rates for the 1931 Annual it was expected that there would be a greater number of subscribers and the rate was fixed accordingly. Had we known that the cost of the Volume would be divided among fewer subscribers the rates would have been higher. This accounts for the fact that the editorial and printing costs far exceeded the subscription returns.

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## WANTED

Miss Edith H. Jarboe, 1312 Mass. Ave., N.W., Washington, D. C., is very anxious to obtain copies of *Catholic Action* for July, 1933 and February, 1934. These particular issues have been exhausted at the publication office. Miss Jarboe, a loyal member of the C. L. A., has on more than one occasion come to the assistance of the editor. Hence we sincerely request those readers who have these issues to spare to send them to Miss Jarboe.

## The Catholic Library World

Issued on the 15th of each month, except July and August.

John M. O'Loughlin  
*Editor*

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at Boston, Mass., under the Act of March 3, 1879.

### CHARLES L. KIMBALL, S.J.

The Catholic library profession has suffered an unfortunate loss in the death of Rev. Charles L. Kimball, S.J., librarian of Holy Cross College, Worcester, Mass. Father Kimball was present at Philadelphia on that memorable occasion in June, 1931, when Catholic librarians separated from the N. C. E. A. and formed their own organization. He played an important part in arranging the preliminary details out of which has grown the C. L. A.

Born in Boston, July 21, 1880, Father Kimball entered the Jesuit Order at Frederick, July 5, 1898. He was ordained to the priesthood in 1913 by Cardinal Gibbons. Since 1915 he had been attached to Holy Cross College, having been the oldest faculty member in point of service at that institution. Since 1927 Father Kimball had been director of the library. He took particular pride in his Jesuitica collection as well as in the Louise Imogen Guiney Room wherein are contained first editions of her works, letters and interesting personal belongings. Father Kimball was laid to rest in the college cemetery on May third. He was a devoted priest, a competent librarian, and a genial friend to all with whom he came in contact. R. I. P.

### PERSONAL CONTACT

The most successful salesmen in the business world are those who most effectively handle the technique of personal contact. And it is a technique which all of us possess to some degree. It is encouraging to note that there is a steady growth of the C. L. A. both as to numbers and new fields into which knowledge of our organization has spread. Most of this growth is due to personal contact. Day after day instances come to our attention of members who have tried to interest others in the C. P. I. and the C. L. A. Informal pep talks are usually productive—not immediately, perhaps, but later on when circumstances permit. We could cite many cases of this fact.

That the C. L. A. will continue to grow is evidenced by the numbers who volunteer to preach the gospel of the association and the *Index* whenever opportunity presents itself. We know this because these good members request ammunition with which to make their attack. Personal contact was responsible for

Mother Agatha signing up several members at Caldwell. Sister Hieronyme did likewise, as well as getting subscribers for the C. P. I. A young man at the Library of Congress read about the C. L. A., wrote to us seeking information, and then enlisted several comrades in his office as members. Sister Ignatia writes: "May I ask you to send me more sample pages of the C. P. I.? I succeeded in getting three new subscribers to the four-year cumulation of the *Index*. The sample pages helped." Personal contact, again! Devoted loyalty to the C. L. A.!

In the past few weeks two members manifested the sort of enthusiasm which is going to carry the C. L. A. to heights of security and helpfulness. The efforts of Sister Anne Catherine are related in another column. Congratulations, Sister, and may your enterprise be an inspiration for others to do the same! Mother St. Jerome carried on in like fashion at Philadelphia during the progress of the annual convention of the Catholic Educational Association of Pennsylvania, April 26, 27 and 28. On her own initiative Mother St. Jerome mimeographed and distributed 450 copies of a message telling the story of the C. P. I. and C. L. A. Membership blanks were also passed around. Result: Several new members and two new subscribers to the four-year cumulation. But the harvest is yet to come! The seed has been sown. Several hundred Catholic educators in Pennsylvania know there is such a thing as the C. L. A. and such a tool as the C. P. I. Now when personal contact is made with these persons added strength will come to our organization. And personal contact will be made, for our good friends in Pennsylvania will get on the job and gather in the harvest. Congratulations, Mother St. Jerome! The C. L. A. is growing steadily through personal contact. And again we say it is encouraging to note the many instances in which personal contact is being made by those loyal friends of the C. L. A. whose actions have gone far beyond the platitudinous well-wishing which gets nowhere.



### "CATHOLIC LIBRARY WORLD" USED AS ILLUSTRATION IN LIBRARY SCHOOL CLASS

A member of the C. L. A. now attending one of the larger Library Schools found at least two issues of the *WORLD* quite helpful in illustrating his class work. To quote him: ". . . last week in making a report in the department of special cataloging I referred to Miss Calvo's article which appeared in the February number of the *WORLD*. Fortunately, I had a sample copy and the list of reference books for catalogers pleased the class so that several asked me if it would be possible to obtain a copy of the *WORLD* for that date. Also the article in the September number by Miss Edna Becker proved interesting to them. There are several Catholic young ladies in our class of almost 200, and I thought a copy of the *WORLD* like these two would prove useful."

**PERSONAL CONTACT  
has proved most effective in gaining subscribers  
for the four-year cumulation of the  
CATHOLIC PERIODICAL INDEX**

YOU must know ONE institution or individual whose name will appear among the guaranteed subscribers once you have made PERSONAL CONTACT.

Reports are coming in telling of the unselfish promotional work being done by members of the C. L. A. Why are these members so active? Because they realize that once the four-year cumulation (or as Mr. Wilson prefers to call it the Foundation Volume) is issued the future of the

**CATHOLIC PERIODICAL INDEX IS ASSURED**

What does a *guaranteed subscription* mean? Simply this: After a person receives his service rate charge from the Wilson Company he agrees to subscribe for the Foundation Volume when it is published. There is to be no payment until the *Index* is delivered.

As soon as sufficient guaranteed subscriptions have been received at the Wilson office the presses will hum and the *C. P. I.* will be on its way.

YOUR determination to get on the job is the guarantee of YOUR loyalty to a Catholic reference tool which needs no encomium. Regional chairmen are working tirelessly to put the Foundation Volume across.

**WILL YOU DO YOUR PART?**

**CHILDREN'S READING**

SISTER CECIL, S.S.J.

*Professor of Library Science, College of St. Catherine  
Library School, Saint Paul, Minn.*

When I accepted the offer to write this paper I immediately looked up and read again the article entitled "*Not Important*" by Mary R. Walsh in the *Commonweal* for November 16, 1932. I refer especially to the lines, "I am interested in children's literature. Many of our Catholic librarians do not realize the great activity in that field. Children's rooms in the public libraries are crowded. All this unselfish activity, this still growing development, the striking educational effort, and so little participation by Catholics." These words fired me with the desire to enlist your aid as librarians in wiping out the charge made against us.

The twentieth century has transformed childhood from a "terra incognita" taken for granted into a realm bristling with experiments and activities. The rediscovery of the child in this century is a fact far more significant than any scientific discovery, for Science personifies the material while the Child symbolizes the material dominated by the spiritual which is the important thing in the final appraisal of any civilization.

We talk quite glibly of the Child as the Man of tomorrow, the Moulder of the destiny of the Nation. But what are we doing as librarians, as a body of Educators, to make the Child of today the Man of tomorrow, the Moulder of the Destiny of the Nation? Too many of us are content with mere words. We must

begin to cast aside all this verbiage and proceed to act. Where shall we begin? Let us take the findings of some recent investigations for our starting point. One of these investigations, as to what exerted the greatest influence in the life of the child, showed that it was neither the father, the mother, nor the school, but the quality of reading done prior to the age of sixteen which influenced the child the most. Not surprising! For is not the child during his formative years imaginative and curious? These inherent propensities must be satisfied, for they are laws of nature. Too soon does the child discover that most adults are incapable of furnishing this satisfaction. To what does he turn? To Books! To the printed page! Now if the beautiful, the noble, and the permanent are to be placed within the reach of these "young vibrating question marks" who is or should be better equipped to do it than the Mother, Teacher, and Librarian? The great triumvirate in the education of the child!

In the light of the above investigation, what form should the greatest development of our work as Librarians take in the future? Should it not be a closer tie between the Parochial Schools and their Sister institution, the library, in order that the library may become a truly live branch of our Catholic educational system? The library must be recognized not as something desirable but as an absolutely necessary complement to the Parochial School. Not only must the library be so used as to assist in the education of the child, but the school in its turn must recognize its duty to equip the child for the enjoyment of the resources of the library. Two worlds offer their riches to every youth who steps out from the threshold of the school—the world of affairs and the world of books. Happy is he who is well prepared to participate in both.

In spite of our improved system of education many are not prepared to participate in the latter. Many adults have never acquired the art of reading and have no desire to acquire or exercise it. This fact has caused many of our Educators and Librarians to undertake studies and surveys of the reading habits of adults to determine the cause of this blot on our educational achievements. They wish to know why it is that although people have learned to read in school, they do little serious reading after they leave school, and what is worse, they show almost no interest in or knowledge of the great masterpieces of literature. What is the answer to these queries?

Perhaps those of us who have acquired our taste for good literature in the quiet surroundings of homes well furnished with the best of the world's classics will answer in no uncertain terms that the Modern Home is to blame. We protect ourselves by saying that the disappearance of the old-fashioned home and the lure of the movies negate any good that the school or library may accomplish for the child. True! But we are living in the year 1934, and we must face the realities of 1934, and solve our problems in the light of these realities. It is important for us to look forward and to reconstruct our views of child life and guidance in the light of current changes.

In the majority of our homes today, we find too many parents who are completely and placidly uninterested in the reading of their children and in addition, devoid of the highest appreciation of the value of good literature in the early education of their children. When a child comes from such a home, he is indeed fortunate if through the school and the library he is given the "sure freedom of literature." If he is not so fortunate, the mediocre, the harmful, the vicious inevitably come his way, and he is soon mentally vitiated by the sensational, the melodramatic, and all too often, the salacious.

It becomes of paramount importance, therefore, for us to decide who shall direct our children's reading. At present the problem is being solved in this order: Librarian, Teacher, and Mother. No permanent good can come of such a procedure. The order must be reversed, Mother, Teacher, and Librarian. Note that in either arrangement of this triple alliance the Teacher is the connecting link, or bond, between the home and the library, the child and the book. She must be the genial host introducing the home to the library, the child to the book. Parents and teachers are linked together by a common personal interest—the child for whose welfare both are responsible. No one can do so much as the teacher to interpret the meaning of the library to the parents, hence upon the teacher's shoulders rests the major responsibility of directing our children's reading.

Some of you as teachers may say, or as librarians may have it said to you, that to help in the formation of what is called the "library habit" is the work of the librarian, that the work of the teacher is to teach the children what is found in their textbooks and that there is scarcely enough time for that. Those who reason thus are forgetting three things: first, that the child is twenty-five to thirty hours a week in the company of the Teacher to one or two hours in that of the Librarian; secondly, that the Teacher's word on any subject where books are concerned is usually final with the child; and thirdly, that the great function of the Teacher, to which she should bend every energy, is to give the pupils under her care a taste for good literature. Again this argument is put forth by many teachers, "If you interest children in library books you will cause them to neglect their school books." Such an argument in the light of present day educational surveys and general culture tests is *passé*. It has always been my experience, and I am sure that the majority of you will corroborate my assertion, that the best students were those who were the greatest readers. Such students have time for the studies that grind as well as for those that polish. Melvil Dewey, an outstanding Educator and Librarian, said: "I should vastly prefer my own child to leave school with a taste for good books and a record of comparative

failure in his studies, than to have him take all the honors in his examinations and begin life with no genuine liking for good literature." Another writer has wisely said: "To teach our boys and girls to read without provision for what that reading shall be is as senseless as it would be to teach the expert use of knife, fork, and spoon without provision as to their physical food."

Why should we dwell at length on children's reading? Perhaps an excerpt from a well known paper a few years ago and the result of a social survey in one of our large cities will answer this question.

#### Growth of Child Crime Receives U. S. Attention

Washington, D. C., Oct 9.—Child crime is now engaging the attention of officials of the department of labor and other agencies of the government. Juvenile courts in all big cities are crowded with offenders. In several cities additional judges have been assigned to juvenile courts to clean up the dockets. Reformatories, detention homes, and houses of refuge, to which police send boys and girls under the age of sixteen, are crowded in sections of the country.

A survey in one of our large cities revealed the astounding fact that ninety per cent of the crimes and delinquencies of the boys and girls under sixteen, who appeared in juvenile court or were sent to correctional institutions, were traceable to the literature read and the movies seen during these formative years. These facts need no further explanation. They bear witness to the verity of the following statements: first, that the eye rather than the ear is the great gate to the soul; secondly, that the great majority of our ideas and ideals are drawn from the printed page; thirdly, that we are no better than the people whom we consort with on the printed page; fourthly, that we live, move, and have our being, with the characters who people our reading; fifthly, that literature reacts upon life and fashions it just as much as life fashions literature; and sixthly, that you might as well try to mould the vessel of clay after it is taken from the kiln as to change the reading habits of a boy or girl after sixteen.

The last statement may be open to criticism or modification. Personally, I believe that the statement is correct. Any love for reading acquired after High School is provoked by necessity, it is superficial; it is cultivated to meet the demand of the hour. In no way can it be compared to that appreciation and love which grows day by day as life long habits are formed. Dr. Lewis Terman in his *Children's Reading* arrives at the conclusion that a child's reading habits are permanently fixed by the time he is sixteen. Walter B. Pitkin in his *Art to Learning* develops the theory that almost any person of any age can learn, with this exception, he who has formed the habit of reading useless trash between the ages of ten and sixteen. Can any teacher or librarian question the importance of providing for our children the literature of power which inspires and builds character? The supreme concern in education is or should be the building of character, but character grows out of habit, habits are based on actions, actions on motives, and motives on reflection. What makes most people reflect? It is usually reading that provides reflection. Reversing the order we have reflection generating motives, motives action, action repeated habits, and habits the supreme thing in life, character. Whether we begin or end with character we cannot divorce it from our reading habits. Bishop Spalding was thinking of the power of good literature in forming character when he wrote:

"The world's spiritual wealth, so far as its existence other than in minds of individuals, is stored in literature. In books—books which inspire faith and courage, confirm hope, beguile sorrow, and teach wisdom, fill the memory with beautiful and noble thoughts, thrill the heart with heroic aspirations, sow the mind with the seeds of truth—books, the great treasure house of the soul's life, of what the best knew and believed, felt, suffered and died for; whoever fails to make himself at home in this realm of truth, light, and freedom, is shut out from what is highest and most divine in human experience and sinks into the grave without having lived."

Brother Azarias had the same kind of literature in mind when he said: "After the grace of God flowing to us through the channels of prayer and the sacraments, I know no greater solace to the soul than the soothing words of a good book."

In conclusion, how can children be made to love good literature? If the interest of children at different periods is consulted and the right literature is at hand, the problem of making children love

good literature is largely solved. No child in an environment of those who love good literature will fail to acquire the taste. A teacher who knows not literature, and loves it not, should not be appointed to teach or direct children of any age. A knowledge of children's interests and a love and knowledge of literature in the teacher solves the reading problem of youth. It is not sufficient to be able to say what is best; but it is necessary that one knows the best for himself. No amount of discussion about books, their contents or their authors can take the place of actual familiarity with the books themselves. When and how teachers shall come to know the best books is our problem. It is safe to say that when the importance of such knowledge is once realized a way to acquire it will be found.

Most of us are college and high school Librarians. We, as members of Religious Orders, have a marvellous opportunity in the Summer School courses offered at our College of assisting our teachers. But before we can assist them we must know Children's Literature ourselves. Many people think that Children's Literature consists in reading "Children's books." A great mistake! The chief aim of such a course should be the acquaintance of the teachers and librarians with the *professional* literature *about* children's reading and reading interests. How can we evaluate books for the growing child if we have not a knowledge of the basic principles underlying book selection for children?

Now, is the time for us to be active, even aggressive, in order that good reading may be encouraged and that not alone books—but good books—may be made available to our children. What will all of our efforts in the cause of Catholic Education avail in twenty years or more if we do not now succeed in the task of building a Christian viewpoint in the hearts and minds of our youth? Remember no cause makes headway without the cooperation and the influence of the printed word. Are we helping our Teachers to train their pupils to decide and decide wisely what that printed word shall be?



### NOTRE DAME UNIVERSITY LIBRARY AT PRESENT BACK INDEXING TWO CATHOLIC MAGAZINES

Under the able direction of Miss Baumgartner Notre Dame University is now back indexing the *London Tablet* and the *American Catholic Quarterly Review*. Work in the former was begun with the last volume before it was included in the *C. P. I.* Indexing of the latter began with the first volume and 13 volumes are now completed. When this project is finished back indexing of the *Ave Maria* will be undertaken.



### BRUCE ANNOUNCES RELIGION AND CULTURE SERIES

The universal acceptance which has been accorded the *Science and Culture Series* has prompted the publisher, Bruce Company of Milwaukee, to issue a parallel series known as *Religion and Culture Series*. This new series will be conducted under the able editorial direction of Father Husslein, S.J., and will consist of a new range of titles in which emphasis is on culture with the religious element as the vital principle. The *Religion and Culture Series* is bound to succeed for it will maintain the same high scholarly standard which has made its parallel enterprise so popular.

### THE CATHOLIC PERIODICAL INDEX NEEDS YOU!

### CLASSIFICATION OF CATHOLIC CENTRAL LIBRARY DUBLIN

We recently received an interesting communication from Father Stephen J. Brown, S.J., librarian of the Catholic Central Library, Dublin. Father Brown, who is the only honorary member of the C. L. A., keeps in close touch with our activities. "I take the greatest interest in the C. L. W.", he writes, "and am attempting to make it known here." Father Brown enclosed a copy of his classification scheme and added the query, "Do you think that the classification of the Central Catholic Library would have any interest for your readers?" We think it will. Father Brown says that he will welcome any criticism or suggestions which might improve his scheme. Consequently, our members are invited to advise with our colleague in Dublin if they feel that they can help him.

- O. Works of reference and bibliography
1. Scripture
2. Life of Christ
- 2A. The Sacred Heart
3. Patrology (works of the Fathers)
4. History (ecclesiastical)
5. History (general) \*
6. Apologetics and doctrine
- 6A. Eucharistic literature
7. Theology (dogmatic)
8. Theology (moral) and canon law
9. Catholic life (intellectual, moral and social)
- 9A. International relations
10. Philosophy
11. Saints
- 11A Our Lady
12. Catholic biography
- 12A. Conversions
13. Social theory and practice
14. Catholic works of zeal, propaganda, etc.
15. Foreign missions
16. Ecclesiastical state (a) priesthood;  
(b) religious life (religious Orders, etc.)
17. Education
18. The Church abroad, or in various countries
19. Christian art and archaeology
20. Sacred music
21. Liturgy
22. Church and science
23. Spiritual life
24. Homiletical literature (sermons, etc.)
25. Religion and religions
26. Belles lettres (Fiction in lending department only) (a) Poetry; (b) Drama; (c) Prose literature
27. Miscellaneous: collected works
28. The Church: Papacy, Councils, Vatican, Curia, Congregations
29. Ireland and the Faith
30. Illustrated books.

**CONTRIBUTORS TO THE C. P. I.  
SUSTAINING FUND**

The following contributions have been added to the C. P. I. sustaining fund. In the April issue the amount of Miss Jarboe's contribution was omitted through error. This amount was \$10.00.

**College of Mt. St. Vincent, N. Y. \$ 10.00  
St. John's Prep. School, Brooklyn 10.00**

**Total . . . . . \$765.00**

**FR. REGNET CONDUCTING WELL ORGANIZED  
CAMPAIGN FOR C. P. I.**

As chairman of the South Central Region of the C. P. I. campaign committee, Fr. Henry H. Regnet, S.J., librarian of St. Louis University, has circularized some ninety institutions in his district. The keynote of his forceful letter is very apt: **You need the C. P. I. and the C. P. I. needs you.** We feel encouraging results will follow from Fr. Regnet's appeal. At least every Catholic institution in this area now knows that there is a C. P. I. and C. L. A.

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**Report of the Group Meeting for College Libraries,  
Mt. St. Dominic's, April 2, 1934**

At the opening of the meeting, letters from librarians, in answer to a request for topics, were read and discussed. The problems were taken up in the following order:

**CATALOGING.** The compilation of a list of subject headings for religion was proposed for use in Catholic libraries. This list would not only benefit librarians who have had difficulty in determining satisfactory entries for certain religious subjects, but also might be used as a basis for the study of a standard list of subject headings for Catholic libraries. Some librarians present felt that the entries in the classification schemes and the C. P. I. served as a satisfactory list. The majority, however, favored this project, and Miss Calvo volunteered to take the names of those librarians who would send her the lists of religious subject headings used in their libraries.

**CLASSIFICATION.** Miss Reichenberger requested information in regard to the adaptation of the D. C. system to any particular library. A discussion of the classification scheme of Miss Murphy and that of Father Farrell followed. Mr. Willging stated that he did not approve of the adoption of the D. C. system by Catholic libraries, in view of the excellence of the L. C. Classification. Father Flavian, Sister Jerome and others compared the D. C. with the L. C.

The classification of collected sets was discussed, most of the librarians agreeing that although the peculiar problems of the individual library demanded

special treatment, the preferred policy is to classify the volumes as monographs, except in cases where complete indexes are furnished as in the Harvard classics. In the event that the library obtains two sets, one may be classified as a collection and one set as monographs.

**PAMPHLETS AND UNBOUND MATERIAL.** Miss Reichenberger introduced the discussion of cataloguing and classifying pamphlet material. By the use of Gaylord binders, the pamphlets, if of importance, can all be treated as monograph material. Some librarians preferred a pamphlet file arranging the pamphlets by subject. Another system used in a pamphlet file is to number each pamphlet in order of receipt and type the number on the catalogue cards for each pamphlet.

**REFERENCE.** Various methods of maintaining records of reference questions were offered. Sister Jerome's drama file was of great interest. A very helpful method of maintaining an information file on poetry is to clip and classify items from the Poetry section of the *New York Times Book Review*.

**CONTROL.** No entirely satisfactory solution was offered for the problem of withdrawal of books from the library before they are catalogued. Father Stinson visited the College libraries group during this discussion, and talked for a short time on this subject.

**CATHOLIC PERIODICAL INDEX.** Mr. Willging suggested that the choice of periodicals to be indexed in the C. P. I. should be selected by vote of the subscribing libraries. Miss Barrows said that this policy would be adopted after the publication of the first cumulative volume. The journals indexed at present are in the light of an experiment.

**PERIODICALS (Indexing).** As many librarians have indexed Catholic magazines not indexed in the C. P. I., and numbers of magazines that are listed there but earlier than 1930, it was suggested that if a list of the schools that have done this work, together with the names and the numbers of the journals indexed, could be published in the *Catholic Library World*, it would be of great service. Mr. Willging felt that in most cases the indexing has been done for the same journals, but the experiment might prove useful.

**LIBRARY COMMITTEES.** Mother D'Assisi told the group about the library committee at New Rochelle in a very interesting talk.

**PURCHASE.** The plan of cooperation in the purchasing of periodicals by Catholic libraries, in order that as many periodicals as possible should be available to them, was offered by Mr. Willging. No one library might be able to receive two hundred Catholic periodicals but by allocating certain titles to different libraries, we might ensure that all two hundred would be available somewhere. No action was taken.

Miss Calvo's suggestion that we keep in touch with each other throughout the year instead of waiting for the annual meeting, was valuable, and one that is hoped will be carried out.

## INFORMAL MEETING OF BROOKLYN LIBRARIANS HELD MAY 10th

At one of the delicious luncheons served by the good Sisters at Caldwell we overheard a conversation between several members of the C. L. A. hailing from Brooklyn to the effect that it would be a mighty fine idea for the many Catholic librarians in and about Brooklyn to hold occasional get-togethers. The Brooklynites participating in the conversation were most enthusiastic over the proposal. This enthusiasm was not empty talk superinduced by tasty viands. On May 10th William A. Fitzgerald, librarian of Brooklyn Preparatory, was host to the first informal meeting of members which has come to the attention of the editor. Mr. Fitzgerald sent invitations to some fifty Catholic librarians in the vicinity of Brooklyn, all not members of the C. L. A., to be sure, though it is probable that most of them will join before many moons. It was impossible for details of the meeting to reach us in time for the May issue. However, the full story of this epoch-making conference will appear in the June number. The C. L. A. is steadily growing!



## REALISM IN REQUIRED READING

The following inquiry has been received from the Principal of a Catholic High School. Although suggested reading lists will be available in the near future, we are soliciting the opinions of Catholic librarians with regard to *realism* in books to be read by Catholic students.

"For the past few months we have been devoting time and attention to work in our Library. The special object of our attention has been the required supplementary reading lists for our English Department. We have sent out a few letters of inquiry, and to date our efforts have brought very little beyond evidences of good will. We have been particularly interested in locating a list compiled by an authorized committee, or if compiled by an individual, at least accepted quite generally as authentic, which will name several hundred books of all types, so important as to entitle them to a place on the required lists of all Catholic High Schools, regardless of differences in opinion, etc. If such a list should contain divisions pertaining to the various years or ages in high schools, its value would be so much the greater.

Our inability thus far to obtain such a list, or even a remote approximation to it, has emphasized the belief that a very necessary work has been left undone. Surely, at this late date, the National Catholic Education Association should have reached such a goal through its Library Department. The adolescent age is a most critical age for many things. One of them is reading. At that age youth should be trained in habits of good reading. How can this training be given unless we are agreed upon what good and proper read-

ing is for that age? How much realism should be admitted to the *required* reading of a high school student (Catholic)? Should any realism be allowed at all, that is, realism which is labelled sin by Catholic Theology? Questions such as these are as wide open as the Panama Canal. To illustrate: Very recently in this locality two priests of parochial and educational experience were approached in regard to the advisability of placing the book, *The Masterful Monk*, on our required list. One of the priests stated that, in his opinion, every high school student should read that book. The other stated with equal eloquence that not a single high school student should be permitted to read the book. My experience in high school work extends over a period of eleven years, although I have not given special attention the Library. I have read *The Masterful Monk*, and it has left me in a state of doubt. I am not sure that I would advise placing the book or one of its type, on the required list at all, although I might be more favorably disposed to placing it on the general reading list, at least, for the Seniors, and possibly for the Juniors. But my faith in this opinion is not too exalted, because my experience in the particular field is not wide. In such a case, where is the Central Committee to decide such matters? And what about books such as *Charred Wood* and *The Keeper of the Bees*?

### Questions:

Should much realism be permitted in books to be read by Catholic High School students?

Should any realism be permitted in the books appearing on the required list?

If some realism is permitted, where is the dividing line to be drawn?

In cases of difference of opinion, who shall decide?

Many books would likely receive quite universal approval, and many, universal rejection. A very large group of books would be found in the intermediate group, namely, doubtful.

### Wanted:

Two lists,

- Required books for supplementary reading of students in Catholic High Schools. This list should be quite high in standard, preaching idealism, yet so compiled as to captivate the interest of youthful students, not to repel them, as many of the ancient classics do. The list should provide for both boys and girls.

The list should be graded for the various years, to avoid overlapping and to avoid too much solidity for the younger students.

- A general reading list, of books which do not offend against Catholic taste and principles, covering a wider field, yet not sufficiently high in standard to meet the more stringent requirements of a required list."

## NEWS FROM THE FIELD

Owing to unavoidable circumstances the New Book List arrived too late for publication.

◎ ◎

Miss Louise Jansen, graduate of St. Catherine's Library School, joined the cataloging staff of Notre Dame University April first, on which date Miss Mabel Reinhardt became Reference Librarian.

◎ ◎

Two members of the class of 1932 of the library school of the College of St. Catherine, St. Paul, Minnesota, who since their graduation have been doing splendid work in Kansas City, Missouri, are Miss Gertrude Keevers, in charge of the library of Rockhurst College, conducted by the Jesuit Fathers, and Miss Felicia Finnegan, in charge of the collection of the St. Theresa Junior College, conducted by the Sisters of St. Joseph. Both librarians were given special commendation at the visit of inspection recently paid by the representatives of the University of Missouri, to which the two colleges are accredited.

◎ ◎

In Mrs. Charles N. Harris and Mr. John W. Cronin the C. L. A. has two energetic boosters at the Library of Congress. Within a few weeks five new members have signed up at the L. C. The C. L. A. is steadily growing!

◎ ◎

## COMMUNICATIONS

**MR. EDITOR:**

Pennsylvania's accredited course of School Library Service under Catholic auspices is located at Marywood College in the city of Scranton. The Department of School Librarianship has the approval of the State Council of Education for the preparation of Teacher-Librarians in the High Schools and the Elementary Schools of the Commonwealth. Marywood College, under the direction of the Sisters, Servants of the Immaculate Heart of Mary, enjoys the distinction of being the first Catholic College for Women in the State. It was founded in 1915; chartered in 1917. The privilege of Certification in School Librarianship was conferred during the Summer Session of 1929. Since that time, seventy-two of its Library students have been formally Certified; forty-five, at present, are actually engaged in the School Library Profession in the States of Illinois, New Jersey, New York, Ohio, and Pennsylvania.

The School Library curriculum is an eighteen semester hour course open to the students of the Junior Year who have achieved distinction in the work of the Freshman and Sophomore Years; and whose courses for these years meet the approval of the Faculty of the School of Library Science. Actual experience in every phase of the School Library is gained in the Practice-Library of the Marywood High School and Elementary Departments, which houses a well-equipped laboratory where the Student-Librarians' practice is

supervised and criticised by Instructors. In addition to this contact, field trips to the local bindery of the International Correspondence School, to local book dealers, and to the Libraries of the neighboring Public Schools of the City are a regular feature of the Course.

**SISTER M. NORBERTA,**  
*Librarian.*

◎ ◎

**MR. EDITOR:**

Enclosed please find Father Reyling's Dewey 200 Adaptation. The classification in its minute divisions and subdivisions is surely giving valuable aid to librarians in their work of classifying.

The convention at Caldwell and its activities were indeed an inspiration to all librarians present.  
Richmond.

**SISTER R. M.**

*Father Reyling's Adaptation certainly must be helpful. All five copies are in use and there is a waiting list of anxious librarians.—ED.*

◎ ◎

## C. P. I. AND C. L. A. BROUGHT TO ATTENTION OF MISSOURI CONFERENCES

Sister Anne Catherine of Kansas City forearmed herself for two conferences of Sisters held a few weeks ago in Missouri. At a regional conference held at St. Louis, April 7th and 8th, Sister Catherine took advantage of the golden opportunity of telling the four hundred Sisters in attendance all about the C. P. I. and C. L. A. At Kansas City on April 28th, Sister Catherine laid particular stress in her talk on the C. P. I. as an indispensable reference tool for the Catholic educator. In an excellent mimeographed bibliography articles in the WORLD are cited, as well as a suggestion that use of the C. P. I. be encouraged in our schools.

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## ST. LOUIS U. LIBRARY ADDS MORE THAN 400 TITLES IN FIRST QUARTER

During the first quarter of the present year St. Louis University Library has added well over 400 titles to its shelves. A classified mimeographed list of these accessions is of inestimable value to the student who wants to know what the library has acquired under any particular section of the Dewey. In convenient and compact form full information is given about each title, including the classification and call number.

◎ ◎

## POSITION WANTED

Normal School and University graduate with some fifteen years' teaching experience, who is just completing an accredited course in library science, desires position. Address H. M., in care of the editor.

Young lady graduate of Rosary College in 1932 desires position. Experienced as librarian, instructor in reference, and cataloger. Address D. M., in care of the editor.